

George Mason University
College of Education and Human Development
Recreation, Health, and Tourism

HEAL 327 DL2– Women’s Health CRN: 81188
3 Credits, Fall 2018, Distance Learning

Faculty

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Prerequisites/Corequisites (None)

University Catalog Course Description

Examines health issues unique to women, including health care, food and exercise, reproductive and gynecological issues, chronic diseases, and issues of violence.

Course Overview

This course explores the aspects of women’s health

Course Delivery Method

This course will be delivered online (76% or more) using asynchronous (not “real time”) format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Aug 27, 2018 at 12:01am.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing

information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand and assess the issues facing women in the changing health care environment, including health studies, working better with doctors, minorities and health care system, managed care, and research priorities.
2. Comprehend and articulate the historical changes that have shaped the concept of “normal” for American women, including body image, dieting practices, diet drugs, and fitness practices.
3. Clearly articulate the issues and debates central to gynecological and reproductive health, including sex, sexually transmitted diseases, sexual orientation, birth control, fertility, and abortion.
4. Accurately reflect the complexity of women’s psychological health factors as occur through their interactions with other people and society in general, to include stress, depression, and the female brain.
5. Understand the physiological and psychological ramifications of chronic diseases that affect women, including autoimmune diseases, heart disease, and cancer.
6. Describe the unique substance abuse issues that face women, including public concepts and treatment supports.
7. Develop a broad awareness of the violence issues in the lives of women, including genital mutilation among some cultures, violence in relationships, rape, and the long-term physical and psychological damage of violence.
8. Understand the issues of interest to mature women, including midlife motherhood, hormone replacement therapy, the aging process, Alzheimer’s disease, access to health care, death/dying.

Professional Standards (Not Applicable)

Required Texts

Lewis Alexander, L., LaRosa, J. H., Bader, H., Garfield, S., & James Alexander, W. (2017). *New Dimensions in Women’s Health* (7th ed.). Burlington, MA: Jones & Bartlett Learning, LLC.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Grading

This course will be graded on a point system, with a total of 100 possible points.

Assignments and/or Examinations	Possible Points
<u>Tests</u> Test #1 (covers chapters 1-8) Test #2 (covers chapters 9-14) Each Blackboard online exam is composed of multiple-choice (MC), True/False (TF), Matching and Fill in the Blank (FIB) items. The tests are based on the content of the text as organized and presented in PowerPoint™ lectures. Each test will be graded 0-25 points. Each test contains 50 MC/TF/Matching/FIB items. They are weighted .25 of overall grade. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Test questions will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	50 points
<u>Quizzes</u> There will be 10 short quizzes based on subject material covered in lecture and found in the textbook. Each quiz will be graded 0-3 points with a total of 30 possible points that will be factored directly into the overall grade. The short questions will measure students' abilities to identify/recall and analyze subject material.	30 points
<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums AND reply to another student's comment within that forum. Each discussion forum will be based on a self-assessment related to text material and completed by the student and then posting as a comment at the forum. Each posting with reply is worth 2 points for a total of 20 points which will be factored directly into the overall grade. Each posting should be a minimum of five (5) complete sentences using proper grammar and spelling, in essay format (no outlining/listing), and/or in the students' own words (no direct use of author's writing from text). The discussion forums will represent affective learning experiences.	20 points
TOTAL:	100 points

Grading Scale

A+	= 98 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A	= 94 – 97	B	= 84 – 87	C	= 74 – 77	F	= 0 – 59
A-	= 90 – 93	B-	= 80 – 83	C-	= 70 – 73		

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

WEEK		TOPIC/READING	READINGS/ASSIGNMENT DUE
PART ONE: FOUNDATIONS OF WOMEN'S HEALTH			
1	Aug 27-Sept 2	Introduction to Women's Health The Economics of Women's Health	Chapters 1 and 2 Discussion forum #1 posting due Sept 1 and reply due Sept 2– both end of day
2	Sept 3-Sept 9	Health Promotion and Disease Prevention	Chapter 3 Discussion forum #2 posting due Sept 8 and reply due Sept 9– both end of day Quiz #1 (covers Chs 1-3) - due Sept 9 end of day
PART TWO : SEXUAL AND REPRODUCTIVE DIMENSIONS OF WOMEN'S HEALTH			
3	Sept 10-Sept 16	Sexual Health	Chapter 4 Discussion forum #3 posting due Sept 15 and reply due Sept 16– both end of day Quiz #2 (covers Chs 1-4) - due Sept 16 end of day
4	Sept 17-Sept 23	Reproductive Health Pregnancy and Childbirth	Chapters 5 and 6 Discussion forum #4 posting due Sept 22 and reply due Sept 23 - both end of day Quiz #3 (covers Chs 1-6) - due Sept 23 end of day
5	Sept 24-Sept 30	Sexually Transmitted Infections	Chapter 7 Discussion forum #5 posting due Sept 29 and reply due Sept 30– both end of day Quiz #4 (covers Chs 1-7) - due Sept 30 end of day
6	Oct 1-Oct 7	Menopause and Hormone Therapy	Chapter 8 Quiz #5 (covers Chs 1-8) - due Oct 7 end of day
7	Oct 8-Oct 14	Midterm (Chapters 1-8)	Exam via Blackboard
PART THREE : PHYSICAL AND LIFESPAN DIMENSIONS OF WOMEN'S HEALTH			

WEEK		TOPIC/READING	READINGS/ASSIGNMENT DUE
8	Oct 15-Oct 21	Nutrition, Exercise, and Weight Management	Chapter 9 Discussion forum #6 posting due Oct 20 and reply due Oct 21 – both end of day
9	Oct 22-Oct 28	Understanding and Preventing Cardiovascular Disease and Cancer	Chapter 10 Discussion forum #7 posting due Oct 27 and reply due Oct 28 – both end of day Quiz #6 (covers Chs 9-10) - due Oct 28 end of day
10	Oct 29-Nov 4	Other Chronic Diseases and Conditions	Chapter 11 Discussion forum #8 posting due Nov 3 and reply due Nov 4– both end of day Quiz #7 (covers Chs 9-11) - due Nov 4 end of day
11	Nov 5-Nov 11	Mental Health	Chapters 12 Quiz #8 (covers Chs 9-12) - due Nov 11 end of day
PART FOUR : INTERPERSONAL AND SOCIAL DIMENSIONS OF WOMEN’S HEALTH			
12	Nov 12-Nov 18	Substance Use	Chapter 13 Discussion forum #9 posting due Nov 17 and reply due Nov 18– both end of day Quiz #9 (covers Chs 9-13) - due Nov 18 end of day
13	Nov 19-Nov 25	Thanksgiving Recess	
14	Nov 26-Dec 2	Violence, Abuse, and Harassment	Chapter 14 Quiz #10 (covers Chs 9-14) - due Dec 2 end of day
15	Dec 3-Dec 9	Women in the Workforce	Chapter 15 Discussion forum #10 posting due Dec 8 and reply due Dec 9– both end of day
16	Dec 10-Dec 16	Final Exam (Chapters 9 – 14)	Exam via Blackboard

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.